

THEODORE LESTER ELEMENTARY

3501 E. Palmetto St.
Florence,, SC 29506

GRADES PK-6 Elementary School

ENROLLMENT 450 Students

PRINCIPAL Marlene S. Williams 843-664-8459

SUPERINTENDENT Joseph S. Nelson, Ed.D. 843-669-4141

BOARD CHAIR Alexis Pipkins 843-665-7465

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	26	54	10	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes

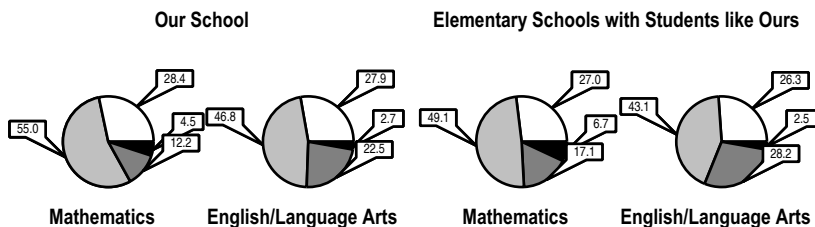
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

72.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	251	99.2	27.9	46.3	22.7	3.1	34.5	Yes	Yes
Gender									
Male	120	98.3	34.2	46.8	17.1	1.8	27.0		
Female	131	100.0	22.0	45.8	28.0	4.2	41.5		
Racial/Ethnic Group									
White	69	98.6	19.0	41.3	31.7	7.9	47.6	Yes	Yes
African-American	176	99.4	31.5	48.1	19.1	1.2	29.0	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	191	99.5	19.8	52.9	23.8	3.5	38.4		
Disabled	60	98.3	52.6	26.3	19.3	1.8	22.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	251	99.2	27.9	46.3	22.7	3.1	34.5		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	99.2	27.8	46.3	22.9	3.1	34.8		
Socio-Economic Status									
Subsidized meals	197	99.5	29.1	48.6	21.2	1.1	31.8	Yes	Yes
Full-pay meals	54	98.2	24.0	38.0	28.0	10.0	44.0		

Mathematics - State Performance Objective = 15.5%									
All Students	251	99.2	28.4	54.6	12.2	4.8	31.4	Yes	Yes
Gender									
Male	120	98.3	30.6	52.3	11.7	5.4	31.5		
Female	131	100.0	26.3	56.8	12.7	4.2	31.4		
Racial/Ethnic Group									
White	69	98.6	19.0	54.0	19.0	7.9	55.6	Yes	Yes
African-American	176	99.4	32.7	54.3	9.3	3.7	22.2	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	191	99.5	21.5	58.7	14.5	5.2	35.5		
Disabled	60	98.3	49.1	42.1	5.3	3.5	19.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	251	99.2	28.4	54.6	12.2	4.8	31.4		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	99.2	28.6	54.2	12.3	4.8	31.7		
Socio-Economic Status									
Subsidized meals	197	99.5	30.7	55.9	11.2	2.2	26.8	Yes	Yes
Full-pay meals	54	98.2	20.0	50.0	16.0	14.0	48.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	63	100.0	14.3	57.1	28.6	N/A	28.6
	Grade 4	77	100.0	28.1	57.8	14.1	N/A	14.1
	Grade 5	69	98.6	45.0	43.3	11.7	N/A	11.7
	Grade 6	66	100.0	64.4	28.8	6.8	N/A	6.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	61	98.4	17.9	28.6	44.6	8.9	53.6
	Grade 4	64	100.0	21.3	55.7	23.0	N/A	23.0
	Grade 5	65	98.5	25.4	67.8	6.8	N/A	6.8
	Grade 6	61	100.0	47.5	34.4	16.4	1.6	18.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	63	100.0	19.6	58.9	17.9	3.6	21.4
	Grade 4	77	100.0	14.1	67.2	15.6	3.1	18.8
	Grade 5	69	100.0	65.6	27.9	4.9	1.6	6.6
	Grade 6	66	100.0	57.6	35.6	6.8	N/A	6.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	61	98.4	17.9	66.1	12.5	3.6	16.1
	Grade 4	64	100.0	27.9	55.7	9.8	6.6	16.4
	Grade 5	65	98.5	30.5	52.5	11.9	5.1	16.9
	Grade 6	61	100.0	36.1	49.2	13.1	1.6	14.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 450)				
First graders who attended full-day kindergarten	93.0%	N/C	100.0%	100.0%
Retention rate	7.7%	Up from 4.9%	3.7%	2.7%
Attendance rate	95.7%	Up from 95.3%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.2%		5.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.6%		4.2%	3.5%
Eligible for gifted and talented	5.4%	Up from 3.2%	9.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.1%	Up from 13.0%	9.1%	8.2%
Older than usual for grade	2.7%	Down from 3.9%	1.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n= 46)				
Teachers with advanced degrees	45.7%	Up from 40.9%	46.9%	51.4%
Continuing contract teachers	78.3%	Up from 72.7%	87.4%	87.5%
Highly qualified teachers**	85.2%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	13.9%		0.0%	0.0%
Teachers returning from previous year	78.0%	Up from 74.1%	86.2%	86.7%
Teacher attendance rate	94.2%	Down from 94.7%	94.7%	94.9%
Average teacher salary	\$36,908	Up 3.9%	\$40,000	\$40,760
Prof. development days/teacher	10.3 days	Up from 5.0 days	13.4 days	12.4 days
School				
Principal's years at school	9.0	Up from 8.0	3.5	4.0
Student-teacher ratio in core subjects	18.1 to 1	N/R	17.8 to 1	18.9 to 1
Prime instructional time	88.9%	Down from 89.5%	89.7%	90.0%
Dollars spent per pupil*	\$7,841	Down 1.5%	\$6,178	\$6,044
Percent of expenditures for teacher salaries*	69.0%	Up from 68.0%	64.9%	65.9%
Opportunities in the arts	Fair	Up from Poor	Good	Good
Parents attending conferences	99.0%	Up from 97.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	89.0%		92.0%	
Highly qualified teachers in high poverty schools**	91.7%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Theodore Lester Elementary is a school with "Extra Special People." It is regionally accredited by the Southern Association of Colleges and Schools and nationally accredited by the Commission on International and Trans-Regional Accreditation.

Lester's population is comprised of CD to 6th grade with orthopedic disabled students and autistic students in resource and self-contained classes. All special needs students are mainstreamed to the regular classroom during the school day.

The School Improvement Council focused on "cultivating students" this school year by promoting school and community collaboration to produce better test scores and an enriched environment. We became Partners in Education with Roche Carolina. Their employees provided challenges in math for fourth graders. The Florence, South Carolina Progressive Women introduced the Time Warner Tutoring Program to students. Epsilon Chi Omega of Alpha Kappa Alpha Sorority, Inc. implemented their IvyAcademy Reading program. John Calvin Presbyterian Church provided lunch buddies for us. Thanks to our community cohorts for all their support. Our parents have supported us tremendously with their participation in our parenting programs:: Parent Nights, PTA, and our Parent Points Program.

Cultivating students is a task, but the results can be successful when the staff, community, and home work together in a positive way. The students, parents, and staff are dedicated to making Theodore Lester Elementary one of the most effective educational institutions in the state.

Marlene S. Williams
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	48	52	45
Percent satisfied with learning environment	95.8%	80.4%	83.3%
Percent satisfied with social and physical environment	95.7%	80.4%	75.0%
Percent satisfied with home-school relations	85.4%	86.3%	66.7%

*Only students at the highest elementary school grade level at this school and their parents were included.